

# Parenting Views

## WHY ARE SOME CHILDREN MORE AGGRESSIVE THAN OTHERS?

- *Younger children haven't learned to control their impulses or ask for what they want, they aren't ready yet to see the other person's side.*
- Active children tend to learn and react emotionally to situations through their bodies.
- *Children from homes with abuse or other aggressive behavior view violence as an acceptable way to react when they don't get their way.*
- Children who have been harshly punished are often angry with adults and are almost always more aggressive in their play.
- *Boys are more aggressive because they are encouraged to be tough, and aggression is socially more accepted for males. There is more peer group pressure for males to act in a tough, macho way.*
- Girls are often more verbally aggressive, but if they are exposed to more violence, they also may be more physically aggressive.
- *Permissive parents have more aggressive children.*
- Children who watch a lot of violent television or play a lot of violent video games are more aggressive imitating what they see and because they are less sensitive to violent circumstances.
- *Children in the U.S. are more violent and aggressive than many other countries due to U.S. cultural values.*
- Children with poor verbal skills are more likely to respond aggressively to frustration. They don't know how to figure out other ways to solve problems.
- *When there is abuse or neglect children get angry. They imitate what they see or hurt others because they can't hurt the one hurting them.*



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**Real  
communication  
only happens  
when people  
feel safe.**

Ken Blanchard

Source: Developed by Nancy Kristensen, M.A., for Family Information Services March 2003

## HOW CAN WE PREVENT AGGRESSIVE BEHAVIOR?

- Teach children to identify how they feel when they are getting angry.
- Give them self-talk that will help them calm down— *"I can handle this without hitting."*
- Teach them to talk about their feelings using "I" messages. *"I get really angry and embarrassed when you call me names in front of my friends."*
- Teach children to take time-outs when getting angry to calm down. Tell them "just walk away we'll figure out what to do when we are not angry."
- Help them to learn consideration and empathy for others so they can understand the other person's perspective.
- Encourage children to use words rather than aggression, *"You may tell Sam how mad you are, but you cannot hit!"*
- Anger is a choice. Children as well as adults can choose to not let certain actions of others anger them. Teach them to say things like this to themselves. *"I think I will decide not to be a friend of someone who would treat me this way."*
- Control what children view on television, movies, videos, DVDS, video and computer games.
- Play outside, run, swing, dig in sand to get anger and energy out and to calm down.
- Teach children to focus on the victim's feelings. *"Look at Kathy's face. She is scared and sad. You hurt her. She did not like it when you pushed her."*
- Teach ethics, remind them that there is never any excuse for hurting others and that you will not tolerate it.
- Never hit a child for hitting, and never bite a child for biting. It sends a very confusing message to children.
- Reward helpfulness, cooperation and empathy.

Source: Developed by Nancy Kristensen, M.A., for Family Information Services March 2003

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## LETS CELEBRATE WATER!

- Dress in water colors or wear shirts with water scene or sea life on it.
- Emphasize drinking water; use drinking water in gallon container and observe how much has been used by the end of the day.
- Call attention to the water used in food and drinks; check can labels, observe the use of water in cooking foods such as rice or noodles, make Kool-Aid, have soup, etc.
- Water play activities; check out the pipes to see how water is getting into the house, make use of kitchen, bathroom, and utility room sinks, play in the bathtub, make use of hose, play in swimming pool or make use of large tub or children's pool, plan a trip to a beach or nature center where there is a river, pond, or lake, don't forget to check out the clouds, find ice in the freezer.
- Find coloring activities involving water paints or water markers.
- Make picture albums or collages with cut out pictures of water and water related activity or water life.
- Go to your local library and find books, CDs, or videos involving water activities.



Source: Macomb County MSU Extension, Natural Resource Program

## WHAT IS WATER?

What's the first thing you did when you got up this morning? Go to the bathroom, brush your teeth, take a shower? At breakfast did you have a cup of coffee? Maybe you mixed up some orange juice from frozen concentrate? If you drove the car to work or school and were caught in traffic, would you worry about the car over heating? How often do you use the drinking fountain, or wash your hands, or have tea, coffee, or a glass of pop? When you cook your dinner tonight how will you cook your potatoes or vegetables? How is the electricity you use generated? How are the foods you eat grown? What is used in making the paper your news will be printed on tonight? What cools many of our machines, rinses many of our commercial and industrial products, and basically keeps the world going? **WATER!**

## HOW MUCH WATER IS THERE?

The water formed at the beginning of earth's history is the same water we are using today. All the water formed when earth cooled is all the water there will ever be. No more will be formed. If we use up or pollute all out our water sources we will not be able to create more water. We can only try to clean the water we now have.

## WHERE IS WATER FOUND?

Oceans-97% of earth's water is found in the oceans and seas.

Glaciers and ice caps— This water is frozen & is not available for man's use as such.

Groundwater— Water below ground forms the largest portion of available fresh water.

Rivers, Lakes, Streams— Surface water found in various places form the most easily accessible sources of usable fresh water.

Atmospheric vapor— Water found in the air and in the clouds is the smallest amount of fresh water.

## WATER CONSERVATION

The Water Conservation Program enables first and second grade teachers to enhance their water study curriculum. The presentation provides a background on water, where it comes from, how it's used and activities to conserve and protect it. The presentation incorporates hands-on activities, demonstrations and games to educate and reinforce learning activities. This 50-minute program is noted by teachers as age appropriate and relates well to school standards and benchmarks. The Water Conservation Program is free, is presented in classroom and may be scheduled November through March.

## UNDERSTANDING GROUNDWATER

The Understanding Groundwater presentations target fifth grade but are adaptable to fourth and sixth grades as well. These class programs are held in conjunction with the Michigan Groundwater Stewardship Program. Using a groundwater model and hands-on activities, students review basic water knowledge, learn what groundwater is, the surface/groundwater connection and the importance of protecting and conserving groundwater resources. This one-hour program has been noted by teachers as relating well to MEAP test materials, school benchmarks and standards. The Understanding Groundwater Program is free, is presented in classroom and is scheduled November through March.

Source: For information on the programs listed above contact Mary Gerstenberger @ MSU Extension (586) 469-6085. Source of this information was provided by Macomb MSU Extension's, Great Lakes Education Programs.

